

Direct Behavior Rating

An Introduction

Direct Behavior Rating (DBR; Chafouleas, Riley-Tillman, Christ, & Sugai, 2009) is an intervention and progress-monitoring tool that uses teacher feedback and home-school communication to help students meet behavior expectations to facilitate school success. There are two primary components of DBR: (a) frequent, structured teacher feedback to the student about his/her behavior, and (b) a DBR form used to rate one or more specific behaviors and share this information with other stakeholders, such as a student's parents (Music, Riley-Tillman, & Chafouleas, 2010). DBR is a flexible tool that can be used to target one or more behaviors across one or more time periods per day.

DBR is appealing to educators as it provides frequent feedback about a student's behavior to parents, other educators, and the student. Furthermore, DBR forms are quick and easy to use: estimated completion time per form ranges from 10 seconds to slightly less than 1 minute (Music et al., 2010). Additionally, DBR can act simultaneously as a progress monitoring tool, an intervention, and to facilitate home-school communication (Vannest, Burke, Payne, Davis, & Soares, 2011).

In summary, DBR can be used by teachers using the following research-based steps:

- Step 1. Select and define 1-3 behaviors to target.
- Step 2. Determine specified observation periods/activities.
- Step 3. Prepare the DBR form, establishing scale and anchors.
- Step 4. Decide on raters and connection to reward-based system.
- Step 5. Make sure the rater knows how to appropriately use the DBR form to complete the rating.
- Step 6. Make sure all stakeholders understand the DBR procedures.
- Step 7. Implement DBR procedures:
 - Let the student know the DBR will be used before starting each observation period/activity.
 - Regularly observe student throughout each observation period/activity.
 - Rate the students' behavior(s) during each observation period/activity.
 - Check-in with the student after rating, provide behavior specific praise and instructional feedback.
- Step 8. Review data weekly.
- Step 9. Regularly seek input from student and families (every 2-3 weeks).

Materials provided in this module are for teachers and other educators to implement this Tier 2 intervention to support students struggling with challenging behavior. They include an eBook and companion interactive resource for learning about the intervention as well as materials to support the intervention.